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By-Whitfield, Edwin A.; Glaeser, George A.

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The Regional Center for the Collection, Synthesis, and Dissemination of Career Information for Schools in San Diego County was established as a pilot project (VIEW) in 1965. Participating institutions included the county department of education, colleges located in the county, and the California State Department of Employment. The present paper gives a history of VIEW through its pilot, developmental, and demonstration phases. Evaluation procedures and results involving students and counselors are presented. A junior college follow-up study and summer training workshop are discussed, with evaluations of these project components also included. A discussion of limitations and an outline of 1968-69 operations follow. (BP)

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PROJECT VIEW

HISTORY AND DEVELOPMENT

EDWIN A. WHITFIELD
GEORGE A. GLAESER

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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VIEW

HISTORY OF THE PROJECT

Pilot Phase - February 1965 to July 1966

The Regional Center for the Collection, Synthesis, and Dissemination of Career Information for Schools in San Diego County was established as a pilot project funded in part by the Vocational Education Act--1963 on February 1, 1965. The pilot phase of the project was extended to June 30, 1966.

The participating schools in the pilot activity included the six junior college institutions in San Diego County: Grossmont College, Mesa College, MiraCosta College, Palomar College, San Diego City College, and Southwestern College, and the Department of Education, San Diego County. Many agencies and institutions also participated in the first stages of development of the project. Prominent among them were:

California State Department of Employment
San Diego State College
Hospital Council of San Diego

The pilot program was divided into two phases. Phase One began on February 1, 1965 and ended on December 1, 1965. Some of the activities in this phase included the collection and synthesis of occupational information based upon student and counselor perceptions of which occupational information was of most worth and the preparation of data about 55 occupations in the area of hospital careers; the development of a system of dissemination and retrieval which was workable, efficient, and relatively inexpensive and the preparation of ancillary materials such as VIEWPOINT, a document prepared by counselors which described entry employment in San Diego for use in the counseling process.

Phase Two, which continued until June 30, 1966, centered on the experimental use of VIEWscript material produced on microfilm aperture cards and placed in the schools for use by students seeking occupational information and counselors advising and counseling students to better educational and vocational decisions. Careful evaluation of the efficacy of the material took place. The evaluation looked at the equipment from the point of view of ease of use and acceptance by students and faculty alike. (The pilot run included information about 55 occupations which were available in hospitals in San Diego County. This information was reported on 165 aperture cards and included VIEWscripts, bibliographic trailer cards, and human resource trailer cards.)

Developmental Phase - July 1966 to July 1967

The objectives of the developmental phase of the Career Information Center, conducted from July 1, 1966 through June 30, 1967, were the following: First to prepare, disseminate, and update occupational information on jobs requiring less than a baccalaureate degree for which local training was available in San Diego County. Second, to conduct inservice meetings with counselors and teachers on the professional utilization of these occupational materials. Third, to

sponsor a summer career guidance workshop for counselors providing them with pertinent experiences in local entry occupations to aid them in their work with students. Fourth, to record and disseminate the reactions of these counselors to this experience for the use of other counselors and students within San Diego County. Fifth, to follow up selected graduates from training programs in the six local junior colleges to obtain their reactions to the instruction received and their analysis of their current positions. An additional function of the Career Information Center was to prepare a filmstrip depicting the activities of the Center. This filmstrip could then be used to orient students, counselors, and other school personnel to the services offered by the Career Information Center.

During the developmental phase, career information was produced for all occupations requiring less than a baccalaureate degree for which training was available in San Diego County. This resulted in approximately 200 eight-page job descriptions. This information was disseminated to twelve participating schools and an evaluation of the materials and dissemination procedures was secured from the students, counselors, and school administrators.

The dissemination vehicle used was a system based on the use of the microfilm aperture card. A two-card format was chosen for each occupation with the first card containing four pages of general information and a second card containing four pages of local information. Each of the twelve participating schools in the project was supplied with a microfilm reader and a reader-printer which enabled the students to project the microfilm copy on a screen and, if desired, print out hard copy for subsequent discussions with their counselors or parents. In addition, parameters pertinent to the occupation, such as aptitudes, length of training, restrictions, etc., were key-punched into each aperture card.

The main body of information for each occupation was prepared in a standardized format suitable for conversion into microfilm form. Each brief in its unconverted form consisted of four $8\frac{1}{2}$- by 11-inch pages. A standardized heading was also chosen, the acronym VIEW (Vocational Information for Education and Work); and the briefs were referred to as VIEWscripts. Each of the pair of briefs for an occupation was put on microfilm which is mounted in an aperture card by use of a processor-camera.

The first four-page VIEWscript contained information about the occupation which was generally applicable throughout the country. The order of presentation of the information, however, differed from conventional practices. That is, a thorough look at the criteria which applicants must meet (including such items as physical health, verbal ability, character, training required, advantages and disadvantages) preceded any detailed description of the job itself. The second four-page VIEWscript for each occupation contained pertinent local information including a listing of local training institutions, a bibliography of locally produced studies and surveys relating to the field, and a listing of community resource people working in the occupation who had agreed to talk about their occupations directly with the students. The use of this two-card format could make it

possible for the more general descriptive data to be prepared at a central location and the local information to be prepared regionally with the possibility of a card exchange between centers. The number of printouts that could be produced from one aperture card is unlimited and the cost per copy is modest.

A summer workshop in entry employment was held during the time period June 27 - August 5, 1966, which enabled ten high school and junior college counselors to study and observe the entry occupational patterns of selected businesses and industries in the Greater San Diego area and to relate to their experiences to the career and educational programs of the secondary schools and junior colleges. The participants spent four weeks on the job in entry occupations and two weeks in the classroom. The classroom activities were carefully articulated with the participants' experiences on the job. During the two weeks of instruction, the first week and the sixth week, the focus was on theory and process of vocational choice. The group had the additional responsibility of producing copy for a document describing entry employment in San Diego. This document was then distributed to all secondary school counselors in San Diego County for use in counseling students.

Meetings were held with representatives of the counseling departments and vocational education departments in each of the six junior colleges in San Diego County. From these meetings a questionnaire was agreed upon and it was decided that the June 1966 graduates or certificate recipients in the programs common to all six junior colleges would be included in this survey. This resulted in a sample of 331 students in the business, electronic, and drafting programs in these junior colleges.

EVALUATION PROCEDURES

The evaluation of the VIEW materials and their use in the pilot schools involved several phases, each utilizing a different evaluation instrument.

Immediate Student Reaction Questionnaire

Immediately before and after using the VIEW aperture cards each student was asked to record his reaction on evaluation cards provided by the Career Information Center. These two cards elicited from the user his reaction to previous occupational information he had encountered and his comparison of it with the VIEWscripts. Other data collected by these instruments included referral source, frequency of use, grade level in school, high school grades, past vocational exploration, previous use of occupational information and other information.

Data collected by means of these instruments were recorded in two ways. First, the reactions of the students were tabulated and totals and percentages given for each of the questions. Second, a random sample of one hundred students was drawn from the total questionnaires received, and where applicable, the z statistic was used to ascertain the significance of change in the reaction of the students to previous occupational information, and then to the VIEW materials.

Later Student Evaluation and Use

In early June 1967 a random sample of students who had used the VIEW occupational file in each of the twelve participating schools was drawn. Their reactions to the VIEW materials and their use of the information was elicited using a questionnaire designed for this purpose. Responses were then totaled and presented in the form of percentages.

Meetings with Student Groups

Group discussions were held with the students who had used the materials in the pilot schools. The purpose of these meetings was to more clearly and specifically identify student use of the project materials and to encourage any comments and criticisms that were not possible to elicit through the use of an objective type instrument.

Counselor Reaction

In June 1967 a questionnaire was administered to counselors working with the VIEW materials in the pilot schools. The purpose of this questionnaire was to obtain their reaction to and use of VIEW.

Evaluation of Summer Workshop

Two procedures were used in evaluating the effects of the six-weeks activities: (1) an evaluative questionnaire was administered to all counselor participants and, (2) an evaluation of the document VIEWPOINT, Entry Employment in San Diego, was conducted with each school counselor in San Diego County receiving the questionnaire. These two instruments were used to obtain the perceptions of the counselor participants as to the value of their six-weeks experiences and to obtain a general evaluation of the timeliness and usefulness of VIEWPOINT in the various schools.

RESULTS

The results obtained from the evaluation instruments used for the VIEW materials indicated that of the three major referral sources to the VIEW files (teachers, students, and counselors) most referrals came from the classroom teacher. In many cases the student indicated that his introduction to the files was a self-referral. The majority of the students used the materials only once and these users were usually high school students receiving average grades and who had decided only recently to investigate the occupation. Many of the students indicated that they had not used occupational information previous to coming to the VIEW files. Those students who did have some comparison basis for evaluation of VIEW (students who had used other types of occupational information) considered the VIEW occupational information more helpful, understandable, realistic, interesting, complete, and up to date than the occupational information they had investigated previously (significant at .001). The microfilm reader-printer, either alone or in combination with the microfilm reader, was used by over three-fourths of the students. A similar percentage of students also took a printed copy of at least some of the materials in the VIEW file. When students were asked to rank the overall method of presentation of the VIEW materials over three-fourths also indicated they "very much" or "extremely" liked this method.

The later evaluation by high school students (N=175) generally supported the findings from the Immediate Reaction Questionnaires, that is, a majority of the students used the VIEW materials only once or twice and most indicated that they did take a printed copy of the information. Three-fourths of the students said that the information had "some" or "very much" of an effect on their choice of a career. Students at this time were also queried regarding their utilization of the different aspects contained in the VIEWscripts. From this it was found that approximately one-half of the students had made use of the printed sources of additional information listed, while conversely very few students used the resource people who had agreed to talk with students about their jobs. The aid of a counselor in verifying and utilizing information contained in the VIEWscripts was generally ignored by the students. Professional utilization of the VIEW materials in counseling situations with students seems to have been generally lacking in the schools. A majority of these students, however, did indicate that they sometimes or usually discussed the VIEWscripts with their parents.

The first four pages of information, or the general information, were the pages most printed out by the students. The local information was printed out by few students. Paradoxically, when students were asked to list the most valuable aspect of the VIEW materials, the local information, as well as the sources of additional information, was mentioned frequently.

Counselor Reaction

Generally, the twenty-one counselors returning the evaluation questionnaire indicated that in their estimation student reaction to the VIEWscripts was either favorable or very favorable. Approximately two-thirds of the counselors said that the use of other vocational materials had increased since the installation of the VIEW materials and over three fourths indicated that there was a least some increase in interest in vocational guidance from the total school staff since the VIEW project was initiated in their schools. All counselors surveyed indicated that they used VIEW materials in classroom activities.

Evaluation - Summer Workshop

The results of the questionnaire sent to workshop participants indicated that a majority of the participants in the summer program felt they had become familiar with entry occupations in the San Diego area and saw the on-the-job experience as a valuable aspect of their workshop experience. Most participants felt that they had gained the most information concerning entry jobs available in San Diego County, personnel practices of local businesses and industry, and entry level experience. They saw the greatest utility of the workshop experience in later counseling sessions with students concerning careers. The document VIEWPOINT produced by the participants was distributed to all schools in San Diego County. This document contained a record of the experiences of the participants in their job experiences. A questionnaire was sent to all pupil personnel workers in San Diego County who had received a copy of this document. Of the 103 counselors, administrators, and teachers who responded to the questionnaire, approximately one-half indicated they had used

previous VIEWPOINTS in the past. Of these, most indicated they had used it in conjunction with student occupational information files and in counseling with individual students. Also over one-half of the respondents who had used VIEWPOINT indicated that the use of this document by students was greater than the use of other local occupational information. In comparing the usefulness of VIEWPOINT with other local information, 70 percent of the total respondents said that it was better or much better and only 4 percent indicated that it was not as good. Over three-fourths of the total sample rated VIEWPOINT valuable or very valuable as a counseling tool while 47 percent indicated that student reaction to this document was either favorable or very favorable.

Junior College Follow-up Study

All students who graduated or received their Certificate of Competency in June 1966 in the business, electronic, or drafting programs in the six junior colleges in San Diego were included in the survey resulting in a total sample of 313 students. Three mailouts to these students resulted in a return of 224 questionnaires (71 percent). Caution was used in interpreting the results of the study for three reasons: First, most of the respondents had been enrolled in a business curriculum. Second, few of the respondents completed the entire questionnaire. And third, no statistical analyses were performed on the data received.

Generally, as a total student group the junior college graduates or certificate holders in the business, electronics, or drafting curricula of the San Diego junior colleges were 21 to 25 years old and perceived themselves as ranking approximately in the middle of their high school graduating class. They obtained information on their educational choice from many and diverse sources, but for the most part did not rely upon the help of their high school counselor. The majority of these students made the final decision to attend junior college while still in high school. These students tended to choose the junior college because of its nearness and perceived themselves as being rather independent in this choice. As a group, the students also tended to choose their occupation late in their senior year of high school or after. Many did switch programs from a college transfer to a terminal program after they had once entered the college. Generally one-half of these students also indicated they were satisfied both with their choice of school and their choice of training and would repeat these choices again if given the opportunity. Electronics students more than the others indicated greater satisfaction with their training and with the first job they received as a result of this training. Conversely, this same group indicated less often than the other students that they would repeat this same choice. Drafting students on the other hand seemed to take advantage of the counseling help available to them during high school and seemed also to put forth more effort in investigating the junior college before enrolling (e.g., visiting the school), but yet less often received a first job related to their training and seemed more often to be dissatisfied with that job.

CONCLUSIONS

VIEW

Students, when made aware that pertinent information does exist, and is available for them, will make use of this information in their decision-making. Over 1700 students in the twelve pilot schools did take advantage of the VIEW files, and a majority of these students indicated that previously they had never or had infrequently, used information of this type. Apparently the VIEW system motivated the students to use occupational information. The use of the materials at school in conjunction with the counselor was generally ignored by most of the students and points to the need for further emphasis in this area. The evaluation of students in ranking the VIEW materials in comparison with other materials of this nature was generally favorable indicating that the VIEW approach to occupational information, both in the media used and the content and format of the occupational information itself, is viewed by the students as being of more value than the information they had used in the past. When one combines the favorable reaction of the counselors and students to this material in conjunction with the fact that the microfilm aperture card facilitates storage and retrieval and allows for continuous updating of the information, it is evident that the system developed by the San Diego County Department of Education Career Information Center holds promise for utilization in school systems throughout the nation.

The reactions of the counselors to the VIEW project indicated that the VIEW concept of an occupational file is wanted, needed, and enthusiastically supported by counselors in the public schools. The frequent use of VIEW materials in classroom situations emphasized the future implications of the materials for these purposes. There is, however, definite need to work with counselors concerning the effective use of the VIEW information or any information in counseling with students. The VIEW program to date has concentrated on student needs in providing students with realistic up-to-date vocational information. The next step in the project must include concentrated inservice work with the counselors and staffs in the schools where the VIEW project is in operation.

Summer Workshop

The reactions of the counselors who participated in the summer workshops in entry employment recommends such experiences for other counselors working with youth. Such an approach provided the working counselor with a valuable source of inservice education in both academic training and personnel experiences in entry types of employment. The reactions of San Diego businesses and industry to this workshop has shown that such community groups are more than willing to provide time and financial compensation to educators for such an experience. The experiences and results evident in San Diego indicated that such an approach is feasible in many areas where community groups and educators plan together to increase the effectiveness of counselors in working with students. The reaction to and use of VIEWPOINT, Entry Employment in San Diego, in the schools has shown that the knowledge and experiences gained by workshop participants can be shared throughout a school system.

Junior College Follow-up

Trends evident from the responses of the junior college vocational graduates indicated a need for both high school and junior college counselors to devote more time and aid to students in their decision-making process involving the choice of post-high school training and subsequent jobs. For many of these students, it appears, the choices regarding these matters are an individual matter and these choices later on result in both time consuming changes in training programs and occupations.

Demonstration Phase - July 1967 to July 1968

The demonstration phase of Project VIEW was designed to enable all school counselors and administrators in San Diego County to become thoroughly informed on the services of the Regional Career Information Center. The Center also served during this time as a model for other geographic regions wishing to establish a similar service. The objectives of the developmental phase were:

1. To continue to provide secondary school students with current occupational information on local job opportunities.

2. To demonstrate how students could investigate on their own many occupational fields and receive printed information they could study and retain.

3. To illustrate how one basic occupational information system can be adapted to meet the needs of students from both small rural and large urban school populations.

4. To encourage students to discuss occupational information with their parents.

5. To demonstrate a realistic process by which counselors who by training and experience are most often oriented toward working with college-bound students could utilize materials and information to aid non college-bound youth.

6. To disseminate information detailing the services and the results of this program.

7. To demonstrate the services provided by the San Diego County Career Information Center to the educational, business, civic and cultural communities in San Diego County and the State of California and throughout the nation.

Procedures

The objectives of the project were accomplished through the dissemination of career information in public and nonpublic, nonprofit school districts of varying size in San Diego County. The demonstration program involved:

a. Demonstration of this exemplary method of providing occupational information in schools of varying size.

1. Small schools (less than 500 A.D.A.). Four secondary schools with an average daily attendance of less than 500 pupils were supplied an aperture card file containing the complete occupational information collected and prepared by the Center. These schools were also provided with a DuKane Microfilm Reader to allow the students and counselors to read the information contained in the microfilm aperture card.

2. Schools of average and large size (500 - 3500 A.D.A.). Eight secondary schools of average and large size were supplied with the microfilm aperture card files, a DuKane Microfilm Reader and a Filmac 400 Microfilm Reader-Printer.

3. Eight additional schools of average to large size (500 - 3500 A.D.A.). Eight additional schools of average and large size were supplied with printed copies of all materials provided to the other schools in the form of microfilm aperture cards. These printed materials were contained in standard occupational files to be used by the students and the counselors in these eight schools.

Sample

To ascertain the increased value of the VIEW system over conventional occupational materials, in September 1967 a research study was initiated involving the following experimental situations:

Group One involving the use of the VIEW microfilm aperture card deck, a reader-scanner and a reader-printer.

Group Two involving the use of a full set (200 occupations) of printed ($8\frac{1}{2}$- by 11- inch) VIEWscripts in a conventional but separate file drawer.

Eight high schools with A.D.A. greater than 500 were included in each group and the instrument used was a short questionnaire card soliciting the reaction of the students to previous occupational information before using the VIEW materials and his reaction to the VIEWscripts immediately after using them. Students had complete access to the information with a minimum of supervision. After five months of use the questionnaires were collected at each of the schools resulting in 981 usable returns from Group One and 281 in Group Two.

In addition, on a more informal basis, four small schools (Group Three) (A.D.A. $<$ 500) had a deck of aperture cards and a reader-scanner only. Whenever possible counselors in these schools were asked to have students complete the questionnaire concerning the materials. No concentrated effort was made to collect data or to insure proper sampling techniques.

Due to this and the number of usable returns (N=34) from these schools no statistical analyses were computed. Whenever pertinent, however, trends in the responses of these students were noted in relationship to the answers of students in other groups to the same questions.

RESULTS

Student Reaction

Students in the three experimental groups were asked to compare the helpfulness, understandability, realism, interest, completeness, and currency of the VIEW materials with those they had used in the past. Table 1 presents the mean ratings of the students in the three groups for the VIEW materials and occupational information previously experienced. (See Table 1)

In all instances in Groups One and Two, the VIEW materials received a higher rating than other vocational materials. Similar increases were found in Group Three schools having only microfilm readers with the exception of an identical rating given to the completeness of the two types of information. Statistical analyses presented in Tables 2 and 3 for the students having microfilm readers and reader-printers (Group One) and those having printed copy only (Group Two) emphasize the higher rating given to the VIEW materials. The differences between the rating given by students in both groups were significant at the .0001 level. (See Tables 2 and 3)

When students in the three groups were asked how well they liked the overall method of presentation of the VIEW materials, all gave a high rating to the materials regardless of the dissemination media. Students having the microfilmed materials did, however, give a slightly higher rating to the VIEWscripts than those having only printed copies of these same materials.

Counselor and Teacher Reaction

Counselors and teachers in the schools included in Groups One and Two were also asked for their reactions to the VIEW materials used in their schools. Questionnaire returns were received from 55 faculty members in Group One and 27 returns were received from Group Two. Approximately 50 percent of the respondents were school counselors. The reactions to the materials, like those of the students, were extremely favorable.

Slightly over 60 percent in both groups estimated that the use of the VIEW materials motivated students to continue their occupational exploration by using additional vocational materials contained in the school files. Seventy-nine percent of the Group One respondents and 68 percent of those from Group Two said an increase in participation and/or interest in the guidance program by the total school staff had occurred since VIEW was initiated at their schools. An increase in the effectiveness of the vocational guidance program was perceived by 96 percent of the staff in Group One and by 86 percent in Group Two. Finally, over 80 percent in both groups indicated that the VIEW materials had been used by teachers in classroom activities.

TABLE 1

UTILIZATION AND EVALUATION OF OCCUPATIONAL MATERIALS*

	Group 1 mean (N=981)	Group 2 mean (N=281)	Group 3 mean (N=34)
Helpfulness of Previous Information	3.28	2.93	3.74
Helpfulness of VIEW Information	3.78	3.54	3.76
Understandability of Previous Information	3.52	3.25	3.47
Understandability of VIEW Information	3.90	3.92	4.00
Realism of Previous Information	3.57	3.34	3.91
Realism of VIEW Information	3.91	3.87	4.03
Interest level of Previous Information	3.53	3.31	3.59
Interest level of VIEW Information	3.79	3.75	3.88
Completeness of Previous Information	3.50	3.15	3.88
Completeness of VIEW Information	3.80	3.73	3.88
Currency of Previous Information	3.59	3.24	4.09
Currency of VIEW Information	3.93	3.96	4.15
How well did you like the Overall Method of Presentation of the VIEW materials	3.98	3.80	4.09

* 1 = Not at all 2 = Slightly 3 = Moderately 4 = Very Much 5 = Extremely

NOTE: Students were asked to respond to these questions only if they had previous experience with occupational information.

TABLE 2

ANALYSES OF DIFFERENCES OF STUDENT REACTIONS BEFORE AND AFTER USING VIEW MICROFILM MATERIALS
(EXPERIMENTAL GROUP #1 - EQUIPMENT SCHOOLS)

	N	$\bar{D}$	s_D	z*	Sig. Diff. P
lpfulness	879	0.488	1.203	12.024	< .0001
derstandability	849	0.284	1.139	7.245	< .0001
ealism	832	0.291	1.112	7.545	< .0001
nterest	813	0.255	1.199	6.052	< .0001
ompleteness	825	0.303	1.194	7.291	< .0001
p to date	838	0.290	1.244	6.750	< .0001

*R: $z \geq +4.00$ and $z \leq -4.00$

TABLE 3

ANALYSES OF DIFFERENCES OF STUDENT REACTIONS BEFORE AND AFTER USING VIEW PRINTED MATERIALS
(EXPERIMENTAL GROUP #2 - PRINTOUT SCHOOLS)

	N	$\overline{D}$	s_D	z*	Sig. Diff. P.
Helpfulness	269	0.669	1.379	7.959	< .0001
Understandability	261	0.732	1.332	8.877	< .0001
Realism	258	0.562	1.360	6.637	< .0001
Interest	254	0.504	1.458	5.510	< .0001
Completeness	249	0.606	1.411	6.784	< .0001
Up to date	251	0.721	1.487	7.685	< .0001

*R: $z \geq +4.00$ and $z \leq -4.00$

DISCUSSION

It is evident from the results of this study that the microfilm aperture card approach to disseminating occupational information is highly favored by both the students and the staffs of secondary schools. It is also apparent from the reaction of those having only printed copies of the VIEWscripts that the short, concise format used for VIEW and the provision of local information is well accepted by students, counselors, and teachers.

The high ratings given by the students regardless of group does not, however, decrease the value in the microfilm approach. Students having only printed copies of the VIEWscripts, it must be remembered, were comparing these materials with other printed materials they had experienced in the past and not with the microfilmed VIEW materials. A more direct comparison of the two methods of disseminating information might result in a clearer difference in favor of the microfilm approach. This hypothesis is partially supported by the number of students using the VIEW microfilm aperture cards in the present study. Less than 50 percent of the total Student Reaction Questionnaires from Group One were used in Table 1 due to the large number of students who indicated they had not used occupational information previously and consequently were unable to make a comparison concerning VIEW. The VIEW system evidently motivates students to use occupational information.

Even with the favorable reaction of the students in this study to the VIEW method of dissemination it is also evident that students were not severely critical of the occupational information they had used in the past. The relatively high rating given by these students to the occupational information previously used does not coincide with the numerous criticisms of typical occupational files in the schools. However, even a cursory inspection of occupational information materials commonly contained in school files will quickly dispel any doubt of the validity of such criticisms. The responses of these students concerning this information they had previously used then gives added support to the need for current, accurate, usable occupational information in the schools. Apparently students take little notice (unless specifically asked to do so) of such things as revision dates, accuracy, and objectivity in occupational materials. Information is accepted at face value and good information as well as misinformation is incorporated on an equal basis in the students' decision-making processes. Only by insuring the availability of accurate, up-to-date, complete, and objective information can we be sure that the factual foundations for career decisions are sound.

Materials

200 VIEWscripts in English
200 VIEWscripts in Spanish
10 VIEWscripts on local colleges (English)
40 VIEWscripts on professional careers (English)

The VIEW project is funded by ESEA Title III and continues research in adult education and continuation schools. VIEW materials are made available in Spanish for the Mexican-American members of the community.

Four Adult Schools

- Chula Vista Adult School
- Midway Adult School
- Mount Miguel Adult School
- San Diego Unified Skill Center

During 1968-69 the San Diego Regional Career Information Center is providing services and materials for the following San Diego area institutions:

Junior High Schools

- Gompers Junior High School
- Marston Junior High School
- Memorial Junior High School
- Spring Valley Junior High School
- Wilson Junior High School

High Schools

- Borrego High School
- Coronado High School
- Escondido High School District
  . Escondido High School
  . Orange Glen High School
- Grossmont Union High School District
  . El Cajon Valley High School
  . El Capitan High School
  . Granite Hills High School
  . Grossmont High School
  . Helix High School
  . Monte Vista High School
  . Mount Miguel High School
  . Santana High School
- Julian High School
- Mountain Empire High School
- Oceanside High School
- Poway High School
- Ramona High School
- San Dieguito High School

- Sweetwater Union High School District
  - Sweetwater High School
  - Bonita Vista High School
  - Castle Park High School
  - Chula Vista High School
  - Hilltop High School
  - Mar Vista High School
- San Diego Unified School District
  - Clairemont High School
  - Crawford High School
  - Hoover High School
  - Kearny High School
  - La Jolla High School
  - Lincoln High School
  - Madison High School
  - Mission Bay High School
  - Morse High School
  - Point Loma High School
  - San Diego High School
  - Career Development Center
- Sierra Vista School
- Rancho Del Campo School

Continuation Schools

- Midway Junior-Senior High School
- San Dieguito Continuation School
- Snyder Continuation School
- Wright Brothers Junior-Senior High School

Junior Colleges

- Grossmont Junior College
- Imperial Valley College
- MiraCosta College
- San Diego Mesa College
- Southwestern College

Colleges

- San Diego State College